



# Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	East Herrington Primary Academy
Number of pupils in school	72/ 419 pupils R - Y6
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024 – July 2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicola Hair - Head
Pupil premium lead	Nicola Hair
Governor / Trustee lead	Simon Snowdon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,230
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,230



## Part A: Pupil premium strategy planning

### Statement of intent

Our aim is that all children irrespective of background or challenges that they meet will make good progress and achieve high attainment across all subject areas. The key focus of the pupil premium strategy is that our disadvantaged pupils achieve this whilst also ensuring all pupils make progress including those who are already high attainers.

We will investigate challenges faced by all of our pupils including those who have a social worker, are young carers or have previously had a social worker this includes all children regardless of if they are disadvantaged or not.

Our broad and balanced curriculum offer alongside quality first teaching is at the centre of our approach. This is undoubtedly the best way to ensure we continue to close the gap for our disadvantaged learners whilst also ensuring all pupils will benefit from this approach and that all learners will make progress.

This approach is integral to our approach to continue to close gaps for pupils who have suffered due to the loss of teaching time/ or preschool activities due to school closures. Targeted support will be used to catch up all pupils who have suffered from loss in their learning including those children who are disadvantaged.

We will not make assumptions about the impact of disadvantage but will plan a robust programme through assessments, individual needs, and responding to the challenges that are faced in our school and setting.

To ensure that we carry this out effectively we will:

- Ensure that there is a whole school approach for staff taking responsibility for their disadvantaged learners ensuring best outcomes and that all pupils have high aspirations.
- Ensure that all disadvantaged pupils are equally challenged and supported.
- Ensure interventions and support are identified early and acted upon

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	<p>Through assessments, observations, and discussions, over the past two years we have identified significant challenges with children’s oral development faced by disadvantaged pupils:</p> <ul style="list-style-type: none"><li>• Many children enter Nursery with underdeveloped communication and language skills: there are significant gaps in vocabulary.</li><li>• By the end of Reception, disadvantaged pupils perform below their peers across all areas of the curriculum and are below national expectations for achieving a Good Level of Development (GLD).</li></ul> <p>This gap in attainment remains evident as these pupils progress through the school although there are some anomalies in different cohorts. While some disadvantaged pupils catch up by the end of Key Stage 2, the overall performance is still below that of their peers for their oral communication.</p>
2	<p>Through assessments, observations, and discussions, over the past two years we have identified significant challenges faced by disadvantaged pupils with their development of reading:</p> <ul style="list-style-type: none"><li>• Many children enter Nursery with underdeveloped communication and language skills</li><li>• By the end of Reception, disadvantaged pupils perform below their peers across all areas of the curriculum and are below national expectations for achieving a Good Level of Development (GLD).</li></ul> <p>This gap in attainment remains evident as these pupils progress through the school - phonics scores for disadvantaged pupils were 57% compared to 83% (all pupils) While some disadvantaged pupils catch up by the end of Key Stage 2, the overall performance is still below that of their peers - disadvantaged pupils find it hard to foster a real love of reading and literature. Within some cohorts there is a gender difference with literacy skills and boys do not perform as well as girls and this is also more prevalent with disadvantaged boys.</p>
3	<p>Through assessments, observations, and discussions, over the past two years we have identified significant challenges faced by a larger number of pupils including disadvantaged pupils with their understanding of grammar and spelling which has an impact upon writing.</p> <p>76% of pupils achieved the EGPS in Y6 in the last academic year and only 47% disadvantaged pupils.</p> <p>Assessment throughout school show that some children find it tricky to remember grammar they have learnt and applying the spelling patterns they have learnt. Within some cohorts there is a gender difference with literacy skills and boys do not perform as well as girls and this is also more prevalent with disadvantaged boys.</p>
4	<p>Our observations, surveys (well being) and feedback from staff and parents have shown an increased need in social and emotional needs for some of our pupils that</p>



	<p>have been impacted even further by school closures. This has had a more notable impact upon disadvantaged families and impacts further on children's attainment across all subjects. It also crosses with some of our pupils who also have another additional need.</p> <p>There has been an increase in referrals from class teachers and further support needed for the children.</p> <p>Counselling sessions are in higher demand</p> <p>Friends and fun friends sessions are in higher demand and have supported between 10 - 20 children in the past few years.</p> <p>CAMHs referrals -</p> <p>Breathing space: 5 pupils and 1 working with a 1:1 worker for longer sessions.</p> <p>Working 1:1 with early Help worker: at least 15 pupils over the past three years</p> <p>BSS - 3 children presently - 3 children last year</p> <p>AOT support - @5 per year in more depth</p>
5	<p>Our attendance data shows that disadvantaged pupils and SEND pupils attend school less regular than non disadvantaged pupils - these pupils are more likely to be persistently absent.</p> <p>Data for attendance last year was 95.2% with 8.7% PA for all pupils with Disadvantaged pupils being 93.7% with 16.9% PA and SEN 94.3% with EHCP children being 93.5%.</p> <p>Through observations and pupil progress we can see that this is impacting pupils progress.</p>
6	<p>Through assessments, observations, and discussions, over the past two years we have identified some challenges faced by a number of pupils including disadvantaged pupils with their ability to solve mathematical problems and being able to reason in maths. Maths within school has not yet reached the levels before school closures but are still above national scores apart from the higher score at KS2. Disadvantaged pupils do not perform as well as their peers.</p> <p>EYFS number all pupils - 75% . Disadvantaged pupils - 57% The trend over a 3 year period is 73% and 50% - disadvantaged.</p> <p>KS2 data shows 86% expected for all children and 73% disadvantaged pupils 16% of children achieved the high score with only 6.7 % disadvantaged achieving the higher score.</p>
7	<p>Through surveys and class led discussions, many pupils, particularly those from disadvantaged backgrounds, face challenges in understanding how their learning in school connects to future career opportunities. This disconnect can stem from a variety of factors such as lack of exposure to diverse careers, stereotypical careers, abstract learning and limited parental engagement from some parents.</p>



8	<p>Parental engagement is higher for those pupils who do well in school and achieve highly and see home school partnership as a crucial part of their child's development and the progress they make in school. In recent curriculum meetings and parent meetings for pupils' progress there was a group of parents who are hard to reach and engage with school. These are about 20 children who also cross other vulnerabilities such as being persistently absent and finding it hard to meet age related expectations.</p>
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### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve oral spoken language for disadvantaged pupils and ensure there is an increase of understanding more vocabulary.</p>	<p>Children are identified early in Nursery and reception to access extra support in communication and language.</p> <p>Launchpad to literacy will support this in EYFS and it will also support other groups of children throughout the school to ensure we keep working on children's oracy skills.</p> <p>Children in EYFS will have a rich diet of singing to improve spoken vocabulary and children having access to more words.</p> <p>Assessments, lesson observations and planning show that improvements are being made in oral language skills.</p> <p>Children will have had many opportunities to speak and understand a wider range of vocabulary.</p> <p>Children will have 1 full scheme of work where Oracy is assessed ensuring all pupils complete this work and there is a marked improvement from all groups of pupils. All children in KS2 take part in parliament week speeches.</p>
<p>To improve reading outcomes for all children and to close the gap for disadvantaged children.</p> <p>Majority of disadvantaged children reach the expected standard.</p>	<p>Record baseline on entry to nursery and introduce interventions.</p> <p>EYFS data will show disadvantaged pupils beginning to close the gap and making progress with the groups in RWI.</p> <p>Phonics data will show more pupils closing the gap.</p> <p>KS1 data will show more pupils have closed the gap and are in line with other pupils.</p> <p>KS2 reading results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged and are above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard (progress will be tracked for disadvantaged children and those with additional SEN needs)</p>
<p>To improve grammar and spelling outcomes for all children and to close the</p>	<p>Record baseline on entry to nursery.</p> <p>EYFS children will have plenty of rich opportunities for mark making in continuous provision. Letter formation will be taught to pupils ready for</p>



<p>gap for disadvantaged children. This will have a positive impact upon writing outcomes for all pupils.</p>	<p>this and embedded. All misconceptions will be picked up on in all lessons.</p> <p>KS1 children will continue to catch up to their peers in writing assessments and achieve the expected standard with those able to achieve greater depth given the opportunity to do so. Children will apply their phonics to their writing independently and this will then be built upon with children learning about spelling.</p> <p>Children will be able to write independent sentences and the focus will be on less writing but with more accuracy and transcription being mastered by the end of the keystage.</p> <p>KS2 writing and grammar results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged and are above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard.</p>
<p>To improve maths outcomes for all children and to close the gap for disadvantaged children.</p>	<p>Record baseline on entry to nursery.</p> <p>EYFS children will begin to close the gaps in early maths understanding with a strong emphasis on number facts. Children will develop a strong understanding of each number and not move through the curriculum too fast so they develop a deeper understanding. They will be given many opportunities to develop problem solving skills.</p> <p>KS1 children will continue to catch up to their peers in maths assessments and achieve the expected standard with those able to achieve greater depth being pushed to do so. Children will be taught explicit skills and use sentence stems to help develop their problem solving and reasoning.</p> <p>KS2 maths results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged and are above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard (progress will be tracked for disadvantaged children with additional SEN needs) More children will be able to access more of the problem solving papers and this will in turn improve data.</p>
<p>To improve literacy skills for all boys ensuring disadvantaged boys do not fall further behind.</p>	<p>Baseline assessment in nursery for early identification.</p> <p>English and curriculum lead to continue to develop the english curriculum to ensure it offers an attractive curriculum for all boys.</p> <p>Promotion of reading ambassadors for boys.</p> <p>Boys results will continue to close the gap on girls for reading and writing across the board from EYFS - Y6.</p>
<p>To achieve and sustain improved attendance for all pupils and especially disadvantaged with a particular focus on persistently absent pupils.</p>	<p>Attendance will be demonstrated by:</p> <p>Overall attendance to improve to 96% and the attendance gap between non disadvantaged and disadvantaged to be less than 1.5%</p> <p>The % of pupils who are persistently absent to be less than 8% and the gap between disadvantaged and non disadvantaged to be less than 4%</p>



<p>To continue to improve the well-being and behaviour of all pupils especially those who are Disadvantaged.</p>	<p>Less incidents of behaviour recorded</p> <p>More participation in extracurricular activities from disadvantaged pupils.</p> <p>Collection of data from pupil voice, parental views, lesson observations and teacher feedback.</p> <p>Counselling sessions provided for children and counselling groups will have a positive impact upon behaviour for learning and self esteem.</p> <p>Staff will be better trained to support pupils with SEMH needs</p> <p>Staff will know how to make the relevant referrals.</p> <p>School provides fun friends groups, counselling, breathing space, rise group referrals, AOT support, BSS support, support from Early Help Worker in school and staff understand the clear pathways to follow to support all groups of children.</p>
<p>To improve parental engagement for all groups of parents.</p>	<p>Parental engagement role in school to analyse and support the current offer and work to break down barriers for all groups of parents.</p> <p>more parents will engage in their children’s learning journey.</p>
<p>To quickly catch up and offer support for children on entering nursery with Personal, social and emotional skills.</p>	<p>On entering Nursery quick identification of support needed via: health visitors, early help worker, parenting support, identification of SEN and support from medical agencies.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. Teaching (for example, CPD, recruitment and retention )

Budgeted cost: **£31,020**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SAL interventions in Nursery and reception and for children with additional needs.</p>	<p>SALT interventions in nursery</p> <p><a href="#">Oral language interventions   EEF</a></p> <p>Use of launchpad to literacy to support children</p>	<p>1</p>
<p>Purchase of standardised diagnostic assessments across all year groups</p>	<p>Standardised tests can be used to track pupils progress and provide support for children where they need it most.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2/3/6</p>



<p>Support for staff to carrying out purposeful assessment</p> <p>Staff meeting time allocated to support assessment.</p>	<p>Standardised tests can identify areas of strength and weakness to support teachers to identify next steps – intervention etc</p> <p>Discussion through PP meetings will support staff to timetable interventions needed.</p> <p>Retrieval practise embedded in all lessons improving quality first teaching</p> <p><a href="#">EEF Blog: Does research on ‘retrieval practice’ translate into...</a></p>	
<p>Use coaching and mentoring to support the teaching of: problem solving and reasoning/ reading/teaching spelling and grammar and teaching and learning strategies .</p>	<p><a href="#">Mentoring   EEF</a></p> <p>Collaborative coaching: to enable staff to embed new knowledge and skills from specialist sources in day-to-day practice.</p> <p>We now have a lead teacher for teaching and learning across the school who will work across the Trust to further develop teaching and learning within the classroom.</p> <p>Although time consuming – this approach has a big impact upon staff working together to continue to raise standards.</p> <p>Teachers who have carried out NPQ training to use the training to support this.</p> <p>See also: Coaching for teaching and learning: practical guides for schools.</p>	<p>1/2//3/4/6</p>
<p>Review the approach to whole class reading including buying more materials and ensuring reading for pleasure is embedded across the full school with a drive for better fluency and improved understanding of vocabulary.</p>	<p><a href="#">Early literacy approaches   EEF</a></p> <p><a href="#">Research evidence on reading for pleasure - GOV.UK</a></p> <p><a href="#">The reading framework</a></p> <p>Reading material must continually be reviewed to ensure it meets the needs of the pupils.</p> <p>Reading cafe to be further developed with access for parents. Reading lead and parental engagement lead will work on this together to further improve the schools offer.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year</p> <p>review the reading curriculum and ensure we have a full school offer</p> <p>review the reading lesson and work on a strategy to developed improved vocabulary across the curriculum.</p>	<p>2/8</p>





<p>To improve the retrieval of grammar and spelling, and thus ensure positive outcomes on pupils' writing.</p>	<p>Children to apply their RWI knowledge and all staff to pick up on any misconceptions</p> <p>Children in Y1 to ensure they reinforce and embed writing a simple sentence accurately and focus on transcription.</p> <p>Children from Y1 - Y6 to follow the PVPG and ensure that this language is embedded and retrieved throughout the year</p>	<p>3</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £40, 200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fast track tutoring for phonics across all ages to ensure we have an approach for everyone reading.</p>	<p>Phonic approaches have a strong evidence that they impact on children being able to read and</p>	<p>2</p>
<p>Develop areas to increase vocabulary rich environments.</p>	<p>Oral language interventions can have a positive impact upon deepening children's understanding of vocabulary.</p> <p><a href="https://voice21.org/">https://voice21.org/</a></p> <p>Children who are read to and read have a higher chance of success from an early age.</p>	<p>1/8</p>
<p>To implement maths interventions for targeted children</p>	<p>Third space / maths learning: 1:1 support for children upon diagnostic analysis allows pupils to deepen their understanding and make building blocks between mathematical subjects supporting them in their learning.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Power of 1 and Power of 2 to support children who have gaps - first class intervention for LKS2.</p>	<p>6</p>
<p>Targeted support for groups of children who are identified by teaching staff within small groups.</p>	<p>We have found in our school that children make more progress when taught by consistent staff upon specific areas – rather than generic areas led by an outside tutor.</p>	<p>1/2/3/6</p>



**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£36,010**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving school attendance for all groups of children.</p> <p>Continue to use the attendance package to help monitor attendance closely and support SLT in improving attendance across the school and train new members of staff.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Target given by Ofsted 2022</p>	5
<p>Improve the quality of social and emotional learning. These approaches will be part of everyday practice and children will have access to the wide curriculum offer.</p>	<p><a href="#">Social and emotional learning   EEF</a>  <a href="#">Early Help - Together for Children</a>  <a href="#">Guide to CAMHS   Mental Health Services   YoungMinds</a>  <a href="#">Breathing Space - Together for Children</a></p> <p>Nurture groups- fun friends etc  Sensory spaces to support children to regulate and get back to learning  Counselling sessions for children  Early identification and referrals to CAMHs/ CYPS  Reinforcement of zones of regulation for children who need to use this.  Early Help to support with signposting to other projects  AOT and BSS to support school  All teaching staff remain up to date with de escalation techniques.</p>	4
<p>To understand how work in school relates to the wider world and careers advice for all pupils.</p>	<p><a href="#">What works? Career-related learning in primary schools - Education and Employers</a></p>	7



Career assemblies and workshops - mapped into the PSHRE curriculum.		
To support students in providing a wider cultural experience in school. Trips/ music lessons funded	<a href="#">What is cultural capital?</a>	5/7/8

**Total budgeted cost: £107,230**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Assessments in 2023/24 showed that we had made some progress with disadvantaged pupils but there is still a large gap at the end of Reception. Data is starting to improve for disadvantaged pupils and the gaps get smaller as we go throughout the full school. We also have a crossover of pupils who have additional needs and are disadvantaged.

#### EYFS

This data shows that disadvantaged pupils in Reception start a long way behind their peers and although big steps are made they are still a long way behind at the end of Reception and we are still catching up in Year 1 in Phonics with a group of children.

GLD	School	National 2023
All	68%	67%
Disadvantaged ( 7 pupils)	43%	52%

Word reading	School	National 2023
All	80%	77%
Disadvantaged ( 7 pupils)	57%	50%

Writing	School	National 2023
All	70%	70%
Disadvantaged ( 7 pupils)	43%	42%

Number	School	National 2023
All	75%	79%
Disadvantaged ( 7 pupils)	57%	66%



Numerical patterns	School	National 2023
All	75%	72%
Disadvantaged ( 7 pupils)	57%	46%

<b>PHONICS - YEAR 1</b>	School	Average Score
All	83%	32.9
Disadvantaged ( 9 pupils)	57%	24.2

KS1 Data	All	National (2023)	Pupil Premium	National (2023)
<b>Reading</b>	75%	68%	77.8%	54%
<b>Writing</b>	73%	60%	77.8%	44%
<b>Maths</b>	75%	70%	77.8%	56%
<b>Combined</b>	67%	N/A	77.8%	

These are very positive results with PP in Y2 doing better than other pupils in school.

#### MTC - Y4

	All	Disadvantaged (14 pupils)	National
Average score	23.1	21.1	20.6
% full marks	63%	42.9%	34%

These were very positive results and show children doing well compared to National but there is still a gap between our pupils and disadvantaged.



<b>KS2 data expected</b>	<b>All ( National)</b>	<b>Disadvantaged</b>	<b>National</b>
<b>Reading</b>	82% (74%)	66.7%	62%
<b>Writing</b>	89% (72%)	86.7%	58%
<b>Maths</b>	85% (73%)	73.3%	59%
<b>Combined</b>	75% (61%)	53.3%	45%
<b>GPS</b>	76% (72%)	46.7%	59%

<b>KS2 data HS</b>	<b>All ( National)</b>	<b>Disadvantaged</b>	<b>National</b>
<b>Reading</b>	18% (28%)	0	18%
<b>Writing</b>	18% (13%)	0	6%
<b>Maths</b>	16% (24%)	6.7%	13%
<b>Combined</b>	11% (8%)	0	3%
<b>GPS</b>	22% ( 32%)	13.3%	20%

Intervention programmes and catch up support were implemented and teaching staff work relentlessly to support children in closing the gaps.

All staff keep up to date in relevant training for phonics and catch up phonics led by the school phonics lead and CPD is available for all fast track tutors.

Number sense maths training and implementation supported targeted interventions and support.

From observations in school and pupil progress meetings we can see that pupil wellbeing and mental health continue to be a high priority for pupils including our disadvantaged pupils. Interventions and support were given where needed. This is currently being built upon and embedded with clear pathways in school for staff to follow to allow timely interventions for those pupils who need this - this becomes an increasing issue as children reach the end of KS2.

The robust system for attendance supported school to ensure timely interventions, rewards or support were given to families to reduce PA from the previous year and improve the overall attendance to 95.2 % with 8.7% PA - this is a big improvement but still needs to improve further.



## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths tuition	Third Space Learning
Reading Plus Online Reading programme	Reading Plus
TTRS online maths programme	Times Tables Rock Stars
Lexia structured literacy programme	Lexia
RWI phonics programme	RWI - Ruth Miskin
Number Sense	Number Sense

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have 2 pupils and spent the money as outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	As above.



## Further information (optional)

Our Pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium and includes:

- utilising the [DfE grant to train a senior mental health lead](#). Continue to use the support of the mental health lead and working within the team we have for Mental Health
- Clear pathways for the increased number of children presenting with additional needs

### Planning, implementation and evaluation

The head alongside the CEO has undertaken training from the EEF – making the difference and strategies to support in planning an effective pupil premium strategy focussing on what we can change and using evidence to support these changes.

We ensured that we used a range of sources to evaluate and identify the challenges that face our disadvantaged pupils including, assessments, pupil voice, pupil progress meetings, sampling of children's work and lesson observations.

The school has a changing demographic and IDACI data shows that we have 49% of our pupils within IDACI rank 1 – 3. This has had a major impact alongside Covid and the plan we are putting in place is heavily focused on supporting areas outlined in the report which have changed over the past years.

We have thought about a longer term plan and will continue to update and change the programme as we learn more about the individual needs of our children.